

The Power of Assessment Webinar Series

Module #2

The Power of Classroom Assessment

Tom Schimmer

In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



IN THE END, YOU WILL...

- ...understand more deeply a sampling of the significant **research/influences** on our assessment work.
- ...have a clearer understanding of the difference between **formative and summative assessment**.
- ...be introduced to a number of **strategies** that can be used as formative assessment/instructional practices.

The Modern Day Influences

- Paul Black & Dylan Wiliam
 - *"Inside the Black Box"*
- Rick Stiggins
 - *Assessment Training Institute*
- John Hattie
 - *Meta-Analysis on Achievement*

Inside the Black Box

3 Overarching Questions

- Is there evidence that improving formative assessment raises standards? **YES**
- Is there evidence that there is room for improvement? **YES**
- Is there evidence about how to improve formative assessment? **YES**

Rick Stiggins

New Assessment Beliefs for a New School Mission (2004)

High-stakes tests without supportive classroom assessment environments harm struggling students.

Students are crucial instructional decision makers whose information needs must be met.

Instructional decisions that have the greatest impact are made day-to-day in the classroom.

Teachers must possess and be ready to apply knowledge of sound classroom assessment practices.

John Hattie

What can teachers do?

- Clear learning intentions.
- Variety and range of learning strategies.
- Success criteria (co-constructed?) that is relatively challenging to students.
- Providing descriptive feedback.
- Identify students not progressing.
- Model their own learning.



Putting it into Practice

AFL - Evidence through Questions

- A/B Partners OR WHOLE CLASS.
- Ask a question for immediate response to “assess” levels of understanding.
- Use a variety of tools: whiteboards, responders, cards, etc.
- ALL CORRECT - Move on
- NOT CORRECT = Reteach in a different way.
- COMBINATION = More questions and/or discussion

AFL - Exit Slips

- Determine a key concept you want your students to **reflect upon** OR you wish to **check for understanding**.
- Can be done **orally, posted**, or **pre-printed “slips”** handed to students.
- Last **5-10 min** of class...**collected** as students exit.
- Reviewed to determine **next instructional steps**.

AFL - 4 Corners

- Begins with a **statement/word** in each corner of the room.
- Teacher presents a statement and **students move** to appropriate corner.
- **Pair with another student** to share/solidify their position.
- **Group discussion** ensues and student may, at the end of the discussion, move to a different corner.
- Students then **write about their position**.

AFL - Visual Imaging & Expression

- Mental or Physical images that represent our learning.
- Once viewed as fluff or remedial is now an essential part of engagement and deepening knowledge.
- Visual image processing is a natural human tendency.
- Graphic Organizers



"When students move around as part of their learning activities they create more neural networks in their brains and their learning stays with them longer."

-Eric Jensen

AFL - Exemplars

- Identifies clear learning targets & curricular standards through **exemplars** from previous years. (omit names)
- Exemplars should represent various **levels of quality**.
- Provide the **RUBRIC** or CO-CONSTRUCTED CRITERIA.
- Have the students arrange them in **order of quality**.
- Also, have them identify areas of **strength** and **weakness** in each exemplar.

What's Next?

- Examining Curricular Standards
 - Specific elements of quality.
 - Underlying skills.
 - Authentic Application/Combination of Standards.

Questions/Connections...



@tomschimmer



www.tomschimmer.com



tschimmer@live.ca